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ABSTRACT

The Teacher Corps/Peace Corps project in elementary school physical education at Washington State University provided a graduate program which was competency based, field based, and partially individualized. The program attempted to fulfill the organizational goals of the two sponsoring federal agencies (Teacher Corps and Peace Corps). Teacher interns, who had previously earned baccalaureate degrees, completed a 12-month program of three phases: preservice, which stressed preparation for teaching, subject matter, and community needs; in-service, which included teaching in the school districts and graduate course work in teaching, curriculum, learning, development, and methods of research; and postservice, which included thesis proposal approval, additional course work in admininstration and supervision, and training in how to conduct in-service programs for classroom teachers. Twenty-four of 25 interns completed the program in 1973 and were recommended to the Superintendent of Public Instruction as qualified provisional (initial) teachers of elementary school physical education. (Author/JA)

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SUMMARY OF THE TEACHER CORPS/PEACE CORPS PROJECT IN
ELEMENTARY SCHOOL PHYSICAL EDUCATION
AT WASHINGTON STATE UNIVERSITY

Members of the faculty of the Departments of Physical Education for Men and Women have developed a competency-based model for the preparation of elementary school physical education specialists. The project was a partial outgrowth of the Department of Education's COPE (Competency Based Personalized Instruction) program and was carried out in conjunction with the Department of Education, the local school districts and the local educational associations which developed TESPE (Teacher Education Standards in Physical Education). The model was further developed and field tested under a Teacher Corps grant of a dually sponsored Teacher Corps/Peace Corps project.

Teacher interns who had previously earned baccalaureate degrees, completed a twelve-month program of three phases: pre-service which stressed preparation for teaching, subject matter, and community needs; in-service which included teaching in the school districts and graduate course work in teaching, curriculum, learning, development, and methods of research; and post-service which included thesis proposal approval, additional course work in administration and supervision, and training in how to conduct in-service programs for classroom teachers.

The project fulfilled the mission or expectation of the following participants: 1) Teacher Corps - in enriching the education of children from low income areas and in broadening teacher preparation programs (initial and on-going); 2) The University - in field testing a CBTE program which did not compromise the excellence of existing graduate and undergraduate programs; 3) Peace Corps - in providing specialists to help another nation develop its human resources; 4) The State Superintendent of Public Instruction - in making shifts of emphasis in teacher preparation from a single institution to a consortium arrangement and from certification based on completion of course work to development of competencies; 5) The interns - in that 24 of 25 completed the program; 6) The School Districts - in the establishment of quality elementary school physical education programs; and 7) The consumers - adults and children - as evidenced by the passing of school bond issues.

The utilization of the grant monies provided for the local field testing and control of a valuable resource: quality education. Although the model proved to be effective, evaluations by all participants in the consortium pointed to modifications which should enhance the preparation of future teacher interns and the resultant programs in the schools. It was recognized that the model is not and should not be complete, but tentative and on-going.

THE TEACHER CORPS/PEACE CORPS PROJECT IN ELEMENTARY SCHOOL PHYSICAL EDUCATION AT WASHINGTON STATE UNIVERSITY

The Teacher Corps/Peace Corps Project at Washington State University was initiated under Seventh Cycle Teacher Corps funds to prepare elementary school physical education specialists, via a competency-based program, to better serve the developmental needs of children and to involve the community in the ecucational process. Twenty-five interns, all holders of baccalaureate degrees, entered the program during the summer of 1972. Twenty-four interns completed the pre-service and in-service phases of the program. Twenty-three of the interns also completed the post-service phase at Washington State University. Eighteen of these interns subsequently reported to the Peace Corps for further training and assignment to various physical education-related positions in Venezuela. The thrust of the Teacher Corps/Peace Corps Project was to develop a consortium approach to the preparation of qualified teachers of physical education at the elementary school level while simultaneously helping two communities to enrich the educational environment of their children through the establishment and/or improvement of elementary school physical education programs.

PURPOSES OF VARIOUS PARTICIPANTS

Teacher Corps and WSU Goals

Teacher Corps projects have a legislative mandate to improve opportunities for education of low-income families and to develop innovative programs of teacher education either to enhance the qualifications of previously certified teachers or provide for certification of intern teachers. For the Departments of Physical Education at Washington State University, the preparing institution, this particular Teacher Corps project had a compound mission: 1) to utilize and further develop previously stated competencies rather than hours of credit as the basis of the teacher preparation program, 2) to cooperate with sponsoring school districts in the preparation and supervision of teacher interns, 3) to encourage development of community based projects related to the skills of the teacher interns and the needs of the community, 4) to provide a program of studies leading to completion of the course work requirements for the master's degree, and 5) to further the education of low income college students with the hope that they would return to communities in which they could most positively affect the educational system.

Peace Corps Goals

The mission of Teacher Corps to enhance the education of children from low income areas and to broaden teacher preparation programs for the United States is not necessarily compatible with that of the other

sponsor of the Washington State University project. Peace Corps has three general goals: 1) to help developing nations secure trained manpower, 2) to promote a better understanding of the United States, and 3) to promote a better understanding by Americans of other peoples. The specific goal of Peace Corps in the Washington State University project was to acquire trained physical educators to help Venezuela meet the need for elementary school physical education specialists created by new legislation in that country.

The total educational experiences of the teacher interns was financed by Teacher Corps; therefore, the thrust of the program was tailored to meet Teacher Corps goals rather than those of Peace Corps. The interns, however, were interested in their overall commitment and eagerly sought information about their subsequent host country and the kinds of work in which they would engage in Venezuela. Peace Corps furnished two visitation crews during the interns' training period, and one of the PDS's (Program Development Specialist) for the program at Washington State University visited Venezuela and utilized his findings in a course concerned with Comparative Physical Education.

School District Goals

The school districts involved in the project (Clarkston and Kennewick, Washington) also had expectations: 1) development of a quality physical education program for their elementary school children which might be continued after the teacher intern had left

and 2) some educational impact on the community through the external work of the teacher interns and through exposure of the community to minority persons among the interns.

Need for Consortium Approach

It should be noted that the expectancies of and concurrent constraints imposed by the participating groups made a consortium approach vital. The Teacher Corps had an expectation that during the twelve month period any baccalaureate degree holder could fulfill subject matter deficiencies, develop teaching competencies, complete course work for a master's degree, teach children, and work in the community. The Teacher Corps also expected that about half of the interns would be of minority group origin. The overall expectation of the Teacher Corps was that the preparing institution would develop a model for teacher preparation and that the certified teachers emerging from the program would make an impact on education in low income areas.

The Peace Corps originally asked for elementary school physical education specialists who could work with teachers in the public schools. During the last six months of the project, however, without prior consultation with the people involved, the Peace Corps changed this idea and decided they needed "experts" who could teach at teacher preparation institutions.

In addition, the office of the Superintendent of Public Instruction of the State of Washington expected that the interns would complete the

requirements of an undergraduate education major for certification. The preparing institution wanted graduates who would in no way compromise the excellence of existing degree programs, graduate or undergraduate. The school districts wanted quality teaching and expertise in physical education to establish programs which they could maintain after the project was completed, and the interns entered with varying expectations but were generally motivated to become good teachers, serve as volunteers in the Peace Corps, and/or earn an advanced degree. Ultimately, it was the preparing institution which had to certify to the Superintendent of Public Instruction that the interns were, in fact, competent teachers of elementary school physical education. At the same time it was the Departments of Physical Education which had to certify to the Graduate School that a satisfactory level of graduate work was achieved. For the Departments of Physical Education and the school districts, the Teacher Corps grant made it possible to field test previously stated competencies in a consortium approach implied in the New Teacher Preparation Standards for the State of Washington, 1971.

Developmental Process of the Project

Because the project developed as an outgrowth of several related and unrelated events which helped to shape the philosophy and overall approach, this section of the report will be divided into three sub-headings: antecedent, personnel, and training.

Antecedents

One antecedent of the Teacher Corps/Peace Corps (TC/PC) program was the COPE (Competency Oriented Personalized Education) program in the Department of Education, Washington State University. As an outgrowth of this program a grant proposal for secondary school bilingual specialists was submitted to the Department of Health, Education, and Welfare. This proposal was not funded as originally requested, presumably because of the joint sponsorship (TC/PC) associated with the need for elementary school physical education specialists in Venezuela. Presumably, Washington State University was chosen as the site because of the previous CBTE (Competency Based Teacher Education) work by the Departments of Education, Physical Education for Men and Physical Education for Women and because of the exemplary physical education program in the Pullman schools with which the Departments of Physical Education for Men and Women had been associated. The writers of the original grant proposal had worked with five school districts. Two of these districts, Clarkston and Kennewick, Washington, were identified as the participants with Washington State University in the final proposal.

The antecedents for the TC/PC program in the Departments of Physical Education were twofold. One antecedent was the Statement of Standards for Preparation of School Professional Personnel Leading to Certification (April, 1968) from the office of the Assistant Superintendent for Teacher Education and Certification, Olympia, Washington.

This document, popularly referred to as the Fourth Draft, essentially made the suggestions that teacher preparation would make the following shifts in emphasis: 1) FROM a strict preparing institution responsibility TO a consortium responsibility; 2) FROM a set of credentials TO proven ability to perform the functions of teaching; 3) FROM final feedback in the form of end-of-semester grades TO feedback on performance objectives following each experience; 4) FROM preparation experiences as orderly and cognitive TO preparation experiences as cognitive and affective; and 5) FROM preparation as a discrete accomplishment TO preparation as an on-going process. This document, later modified and expanded, was the basis for the New Teacher Preparation Standards accepted by the State Board of Education in the summer of 1971.

A second, related antecedent was the continuing work on competency statements in the Departments of Physical Education for Men and Women at Washington State University. That work antedated the New Teacher Preparation Standards, and both led to the preparatory meetings at Washington State University in the fall of 1969 and spring of 1970 which resulted in the formation of the TESPE (Teacher Education Standards in Physical Education) consortium in November of 1970. (See Appendix A) All of the work cited in this connection was accomplished by dedicated professionals who assumed these responsibilities in addition to regular, heavy academic assignments. Original TESPE participants were: 1) Kennewick School District No. 17, 2) Pasco School District No. 1, 3) Richland School District No. 400, 4) local representatives from the

school districts who were members of WAHPER (Washington Association for Health, Physical Education and Recreation, 5) local representatives from the three districts who were members of WEA (Washington Education Association), and 6) representatives of the joint ad hoc committee from the Departments of Physical Education for Men and Women at Washington State University.

Partly from the intended direction of certification within the State, partly from the continued work in the Departments of Physical Education for Men and Women at WSU, partly from the interest of the school districts and teachers in the Tri-Cities area, the TESPE consortium was formed in November of 1970. The work of the various subcommittees of the consortium resulted in the statement of roles and competencies for a physical educator. This document was further amplified by TC/PC personnel to specify behaviors which might indicate fulfillment of project-specific tasks. These behaviors were subsequently called C-F-O's (competency-facilitating-objectives) and became the basis of the program content and intern evaluation instruments utilized in the TC/PC project. (See Appendix B)

Personnel

Personnel in the project included university staff and administrators and specially hired administrators; school district staff, including the Local Education Association (LEA) coordinators; teachers who acted as team leaders; community coordinators; and, of course the interns. (See Appendix C for consortium members, TC/PC roster, and interns.)

within the district, John Justh and Harold Van Tine. The Kennewick district hired three elementary physical education specialists, Wayne Bell, Monte Jones, and Ronald Siemers. None of the five team leaders, therefore, was involved in any of the preliminary planning. The part time position of community corrdinator was taken by Connie Shoemaker in Clarkston and by Sandra Hoffman in Kennewick. Both women had lived in their community for some time and were familiar with the operations of the school districts.

Training

Training for the Departments of Physical Education personnel assigned to or supporting the project began with the preliminary work on TESPE. The Department of Education personnel had the COPE background. Teacher Corps goals were reviewed and discussed. There developed a common philosophy about the role of an elementary physical education specialist, competency-facilitating-objectives, alternative teaching styles, and curricular key concepts and an awareness of community needs.

The team leaders attended an eight week summer session at Washington State University for the purposes of 1) integrating the philosophies of the preparing institution and the school district, 2) preparing curricula for their school districts, 3) becoming acquainted with the teacher interns and the university TC/PC staff, and 4) learning about Teacher Corps and Peace Corps and their separate goals. The team leaders reported to Washington State University two weeks in advance of the interns, during which time the TC/PC staff worked daily with them.

While the interns were on board for the pre-service phase of training, the team leaders worked as a group on curriculum problems and also observed and assisted while the interns taught demonstration classes with children. The formal statement of objectives for team leader and TC/PC staff training is included in Appendix D.

The Teacher interns' training was divided into three phases: pre-service, in-service, and post-service. The first and last phase were primarily a function of the university; the second phase was a university-school district-community venture. For the pre-service phase, it was the goal to help the interns prepare to teach during the school year. Accordingly, lesson content (elementary physical education program materials); strategies of teaching, actual teaching experiences, behavioral objectives, lesson planning, taxonomies and curriculum design (key purpose concepts); personal sports skills; and community concepts (biases, expectations, public relations) were stressed. When the team leaders worked with the teacher interns, the thrust was on school district expectations and curriculum. The interns were enrolled in eight hours of graduate credit and two hours of undergraduate credit course work. The graduate courses were structured to match learning experiences with the competency-facilitating-objectives which were an expansion of the original TESPE statement. (See Table 1 for an example from this rather lengthy document.) The two undergraduate courses were designed to increase the interns' personal competency in sports, both for teaching and for the assumed roles in Peace Corps volunteer work in Venezuela. Workshops were conducted in the following sports: track and field, football, swimming,

Table 1

Example of C-F-O/Learning Experience Matching

TESPE COMPETENCY Preparatory Level	LEARNING EXPERIENCES PEP 481	 PEP 495
Role A. Teacher of Physical skills and related activities		
4. Demonstrates knowledge of concept of progression appropriate to age or skill level	lesson plans by individuals group work on identifying key purpose concepts for curriculum	
CFO: can identify progressions used by staff	analysis of staff lessons in activity	stunts and tumbling: interns analyze progression of teacher
can arrange activity from easy to difficult	lesson plans teaching the children critique	rope skipping: progressions that can be used for children
can identify prior tasks (i.e., can analyze mechanical, perceptual, developmental requirements)	kicking progression from Ready, Set, Go! observation of VTR of primary children observation of film of 5th graders experience with progressions in basketball. Breakdown abilities and skills in space/time/force/ flow and body awareness, and then develop progressions for each skill: pass, catch, run, jump, shoot, dribble, guard, feint, pivot, stop, start, screen (group project)	

soccer, volleyball, basketball and gymnastics plus a two-hour clinic in wrestling skills conducted by three of the interns.

The education course was designed to help the students to assess their roles as potential agents of change within a community and therefore covered community structure, minority group needs, public relations activities, and community opinion of the educational process.

During the in-service phase, the intern's time was divided among three areas: continuation of graduate courses at the university, teaching in the school districts with supervision of the team leaders, and individual community projects. For the first semester, the graduate work consisted of 1) an on-site course in innovations in teaching, 2) an on-campus, partly modularized course in motor learning, and 3) an on-campus course in general curriculum for the elementary school. The actual teaching experiences required a half day of teaching, plus planning and evaluation time with team leaders and other school personnel, four days a week. The interns' teaching included work with children from kindergarten through middle school and the program for special children in the Clarkston district. In the Kennewick district, the experiences were with kindergarten through fifth grade children. In all cases, each team of interns was assigned to at least two schools. The team leaders had to divide supervisory time among the schools in which their team members taught.

The community service projects, arranged through the community coordinator, were as diverse as the interns' talents, imagination, and

dedication. The projects ranged from construction of new play areas to work in convalescent programs (see Figures 1 and 2) and included courses in personal defense for community women and establishment of after-school sports and recreation programs. In addition, the Clarkston interns all spoke to civic and/or fraternal groups, explaining their role and goals with the program. The Kennewick district made a VTR for use on local television, explaining the program.

During the second semester, the university program changed to 1) a course in methods of research in physical education, a requirement of the graduate program, 2) a course in comparative physical education, as assistance to the Peace Corps phase of the program, and 3) a course in perceptual motor development, assisting the interns in evaluating and analyzing motor behavior. The school district and community components continued through the second semester. Those interns who had not earned under graduate degrees in physical education also completed learning packages in anatomy and kinesiology.

The post-service phase included time for thesis, in which the interns met with the graduate committee to develop their proposals for M.S., M. Ed., or M.A.T. thesis. Course work during this period was concerned with developing the intern's administrative skills and their ability to conduct in-service training programs for elementary school classroom teachers.

Another important part of the training was the sponsorship of on-site graduate courses for the teachers of the two districts. The

project included graduate extension work for those teachers who wished to avail themselves of an opportunity to increase their knowledges and abilities in elementary school physical education programs and in innovations in teaching and curriculum design. It was hoped that these experiences might assist the districts in their desire to maintain an elementary school physical education program at the completion of the project.

Evaluation and Conclusions

Evaluation

Formal and semi-formal evaluations were made, by all concerned, throughout the program. (See Appendix E for sample evaluation forms) The interns completed self-evaluations which were compared with evaluations of them by university personnel, team leaders, building principals, and teachers. The total program was evaluated by the interns. The progress of the children was evaluated by team leaders and interns. The children evaluated their experiences, and finally the communities evaluated the program, but not via a formal instrument.

Formal evaluation for the interns was conducted three times. The first evaluation was at the 2/3 mark of the pre-service phase, at which time, progress toward attainment of the TESPE competency statement for the preparatory level (cadet teaching level) was assessed by the interns and university personnel and individual counseling sessions with staff members were set up. The evaluation revealed that the interns had

mastered the preparatory level CFO's, except for those included under public relations, advising, and member of the school team. Fulfillment of these competencies required on-the-job experiences which could not be offered during the pre-service phase. However, the interns were able to complete these CFO's shortly after reporting to their school districts. A need was identified either to place these competencies under the "initial" level or to define appropriate learning experiences leading to acquisition of the competencies in the preparatory work of future interns and/or undergraduate physical education major students.

Under the leadership of Dorothea Coleman, the school district personnel in each district developed, from the TESPE competencies, an evaluation instrument which was utilized for evaluation of the interns' progress toward the initial level of teaching competency. (See Appendix F) The second formal evaluation occurred at the end of the first semester and was a joint project of university personnel, team leaders, and interns. The objectives were to 1) assess each individual's progress toward fulfillment of the initial-level competencies, 2) define the learning experiences and time periods which would help interns remediate competency deficiencies, 3) identify the effectiveness of the evaluation instrument. The objectives were met. Several findings should improve the model for subsequent groups. All concerned felt that the evaluation should occur earlier in the semester. The interns expressed the need for more immediate reinforcement from team leaders and were appreciative of the evaluation parts of the on-site course conducted by university

personnel. As a result of the use of the evaluation instruments, then in the third revision, the instruments were refined for the final use. The individual evaluation seminars disclosed some personal conflicts and aided the resolution of conflicts which had been reported by interns and team leaders. It was rewarding to see that university personnel, team leaders, and interns were reliable evaluators in identifying the same strengths and weaknesses.

The third evaluation occurred during the last five weeks of the second semester. The university component of the final evaluation was a teach-reteach lesson which was televised for critique by the intern and university personnel. The intern prepared a lesson for use with a given age group. The lesson was televised, and the intern and Sheryl Gotts immediately saw the replay and critiqued the lesson via an evaluation instrument developed by Ms. Gotts (see Appendix G). The intern then taught the lesson, with modifications, to an equivalent group of children. This lesson was also televised, and the intern again critiqued the teaching. The interns reported that this was perhaps the most beneficial experience in helping them to develop an awareness of their own teaching behaviors and the learning behaviors of their children. The university personnel felt that the interns' teaching behaviors were positively modified by the procedure. Again, an individual conference was held with the team leader, the intern, and the program development specialist to compare the evaluations. All 24 interns were recommended by the school district and the university to Superintendent of Public

Instruction for certification (see Appendix H).

During the post-service phase, the interns evaluated the instructional program, the instructors, the team leaders, and the school district-community requirements. The evaluations were submitted by each team, but the individual contributions and comments were anonymous. These evaluations of the first field test of the model will be used to strengthen the program content and to counsel both university instructors and team leaders. For example, the school district personnel will attend a session at the university before school opens, during which the problem areas will be discussed. Also, the program development specialist will work with the university instructors on content and strategies.

The interns appreciated the explicitness of the competency statements in defining their own goals but felt that an accepting attitude on the part of instructors and team leaders was a critical factor in achievement of the competencies. That the interns were generally satisfied with the total program and their own efforts should be apparent from the retention record. Twenty-five interns began the program in July, 1972. Two interns neither of whom were physical education graduates dropped during the second week of the pre-service phase. Two interns were added for the in-service phase, both of whom had completed an undergraduate degree in secondary physical education. Twenty-four of the interns completed the in-service phase. This excellent retention record for a Teacher Corps program, coupled with the facts of late grant approval, late recruitment, and the diverse expectations among the participating and sponsoring groups,

must attest to the high quality of teacher interns as well as to the excellence of the program. From time commitment alone, the program was a difficult one for the intern to complete. By the end of the post-service phase, 21 of the interns had received university approval for their thesis topics.

The children were evaluated by means of the AAHPER fitness test during the first and last months of school. The elementary school physical education curriculum, espoused by the course work at the university, should encourage growth in the affective and cognitive domains as well as in the psychomotor, but there were no suitable tests available, and the school district personnel were hesitant about spending too much time in a testing program. Physical fitness gains were good, as might be expected.

The Clarkston group utilized a movement satisfaction test with fifth graders and kindergarteners. This test, devised by university personnel (Enberg and Georgia Hulac), will be refined during the next year on the basis of the findings (see Appendix I). Early indications are that it identifies feelings of success, failure, fear, frustration, and happiness about movement experiences with the population tested.

Plans to initiate a motor development study did not materialize because of delay in budget approval for needed equipment and supplies and, again, because of school district reluctance to invest intern time in other than instruction. It is hoped that a study in perceptual motor development may be accomplished during the ensuing year.

Several interns conducted program evaluations during the year with their own students. These polls and projective data indicated that the children responded favorably to the curriculum.

The Clarkston school district had a successful school levy election for the first time in seven years. The superintendent of schools, Dr. Rodney Hermes, reported to the local press that he felt the affirmative vote was partly due to the contributions to the community and to the school by the young, enthusiastic teacher interns. The Kennewick school district had an affirmative vote but an insufficient percentage of voting population at the first bond election. Part of the campaign leading to a successful second election was an information bulletin from three of the elementary schools, reminding parents of the success and acceptance of the new physical education program. Several of the Kennewick schools also had evening program demonstrations. The two elections were taken as partial proof that the project had, indeed, achieved most of the Teacher Corps goals. The project has been funded for a second year in a time frame in which budgetary cuts have eliminated several similar grants.

Conclusion

The TC/PC program at Washington State University is the only Teacher Corps funded grant for development of elementary school physical education specialists. The twelve month program at Washington State University and the Clarkston and Kennewick school districts was successfully completed by 24 of 25 interns. Twenty-four were recommended for provisional certification as elementary school physical educators, and 21

of the interns received approval for their master's thesis proposals.

Both school districts reported community approval of the project substantiated by affirmative votes on school bond issues. The children being taught by the interns improved in performance on physical fitness tests and showed positive feelings toward their movement capabilities and the curriculum.

The preparation of the interns was geared to a competency base previously agreed upon by the university, two school district, the local education associations, and the local physical education associations. The curriculum was competency-based but only partly individualized. The field testing of the competencies during the year led to changes in competency statements, curriculum, methods, and working relationships. The following conclusions were reached: 1) teacher preparation of elementary school physical educators can be successfully attained through a consortium of school districts, preparing institutions and professional groups, 2) an explicit statement of competencies can be an aid to intern teachers seeking certification, 3) new procedures in teacher preparation do not preclude the necessity for positive, on-going personal contact between intern teachers and those helping them to learn about either teaching or the subject matter specialty.

For the Future

Both the preparing institution (Washington State University) and the school districts (Clarkston and Kennewick) plan to: 1) meet more

frequently to develop expectancies and procedures for fulfillment of these expectancies, 2) furnish more immediate feedback to interrs regarding their accomplishment of the CFO's, 3) work on individualization of the program for the intern teachers, 4) work on development of greater understanding and appreciation of the unique contribution of each contributing agency to the project. A postal cancellation stamp on correspondence from the Superintendent of Public Instruction indicates that "Good education is everybody's business," and all parties in this project have the renewed realization that good preparation and good personnel are not a finished, unchangeable product but rather, an on-going process. It is also recognized that the success of the project is as much associated with the quality and dedication of the personnel as it is with the innovations and model.

APPENDICIES FOR AACTE REPORT

Appendix A

TESPE Standards*

Appendix B

Competency Facilitating Objectives*

Appendix C

Consortium members, TC/PC Roster and Interns

Appendix D

Formal statement of objectives for team leaders and TC/PC staff

Appendix E (1-5)

General Evaluation forms - Self-Evaluation, University Evaluation, etc.*

Appendix F

TESPE Competency Evaluation*

Appendix G

Sheryl Gott's Tape and Retape Tool*

Appendix H

Certification Application

Appendix I

Movement satisfaction test (Enberg-Hulac)*

(*) Sample pages only

Appendix A

Sample Materials from TESPE Project

QUESTIONS RELATIVE TO THE COMPETENCIES, COMPETENCY FACILITATORS AND COMPETENCY ACHIEVEMENT

1. Color Code of Working Papers:

Pink: Keys for use with working papers
Green: Questions re competencies, levels of certification, facilitators and achievement
White: Evaluation guidelines
Buff: Preparatory level of preparation* (prepared for TC/PC)
Blue: Initial level of preparation** (prepared by team leaders of TC/PC)
Yellow: Continuing level of preparation

* No Input from Tri-Cities TESPE
** No Input from either Tri-Cities or WSU TESPE Committees

It will be apparent that all competency-facilitating-objectives developed in the TC/PC project are not appropriate to TESPE. They provide a starting point.

2. Assignments:

Primary Assignment: Preparatory level (buff) - WSU committees

Initial level (blue) - Tri-Cities committees

Shared Assignments: Both WSU and Tri-Cities committees provide input into each other's work. None of the committees work in isolation- work will be shared for final decision.

3. Dimensions of teacher competence in physical education:

Personal qualifications
Knowledges, understandings and appreciations (cognitive and affective domains)
Performance skills (psychomotor domain)
Instructional skills (all three domains)
Management skills (all three domains)

Appendix A (cont'd)

4. Questions:

   a. What additions to, deletions from, or revisions of the FACILITATORS are necessary?

   b. Which of the FACILITATORS are ESSENTIAL (ESS) to the competency? When? At the PREPARATORY (P) level? The INITIAL (I) level? The CONTINUING (C) level?

   c. What LEVEL OF MASTERY (LOM) is required at the PREPARATORY level? The INITIAL level? The CONTINUING level?

   d. If possible to determine at this time, what are the first and second choices for assessment of the student's achievement of the FACILITATOR in relation to the competency? (See pink sheet for list of assessment documents or techniques)

   e. What changes should be made in the competencies?

   f. What changes should be made in the Indicated levels of certification?

5. KEEP IN MIND THAT TESPE AND TC/PC ARE SEPARATE PROJECTS.

ASSESSMENT OF STUDENT ACHIEVEMENT

No reliable valid instrument for assessing teaching effectiveness appears to be available for physical educators, in or out of undergraduate preparation. Consequently, we must develop our own. These evaluation instruments may or may not lend themselves to statistical objectivity. They may depend solely on the kinds of judgements on which we have relied in the past to prepare outstanding beginning teachers. Judgement of observed behaviors should not be regarded as unscientific. Objective treatment of the evaluation process is not likely to occur in the absence of validated, reliable measures of quality teaching. Nor does the objective treatment of evaluation seem feasible within the TESPE Consortium as it is now constituted.

Suggested assessment policies and/or procedures:

1. The descriptors or indicators of the competencies as determined in the TC/PC documents be accepted as "competency-facilitating-objectives (C-F-O)."

2. The competency-facilitating-objectives be considered as the point of departure for development of a final document.

3. Only C-F-O's ESSENTIAL to the competency be assessed.

4. Assessment of ESSENTIAL competency be made at or during level of ESSENTIALITY.

5. Helping the student reach the ESSENTIAL level be the responsibility of the agency WITH primary responsibility.

6. Assessment of the student for grading purposes within a course be related to but need not be limited to those C-F-O's considered ESSENTIAL.

7. The continuing rather than the terminal nature of assessment be emphasized.

8. A number of assessment documents and/or procedures be used.

CONSORTIUM: TEACHER EDUCATION STANDARDS IN PHYSICAL EDUCATION

Roles, Competencies, Competency-Facilitating Objectives, Assessment Indicators and Levels of Mastery

KEY:

Certification:

P = Preparatory level of certification

I = Initial level of certification

C = Continuing level of certification

* = Initial responsibility

Essentiality (ESS) of Competency-Facilitating Objectives and Levels of Mastery:

E = Essential

D = Desirable

A = Acceptable or Worthwhile

Level of Mastery (LOM):

M = Mastery

NM = Near Mastery

UN = Unacceptable; probationary status

Assessment (ASM) of Students:

WT = Waiver through pre-test

SE = Self-evaluation

PD = Performance or demonstration

OB = Observation of student

IC = Interview and/or counseling

AR = Anecdotal record

RS = Rating scale

KE = Knowledge examination or post-test

PA = Pupil achievement

SUM = Summary of assessments

A. TEACHER OF PHYSICAL SKILLS AND RELATED ACTIVITIES

3. Relates what is learned in physical education to total learning experiences of students (*1)

Continuation of FACILITATORS

a. Can draw upon some of the following learnings or outcomes in physical education	ESSENTIALITY		LEVEL OF MASTERY		ASSESSMENT
	1	C	1	C	INDICATORS
1) Cognitive: Knowledges, program activities, adapting to change, learning to learn, problem-solving					
2) Affective: a) Social: social skills, feeling for others, consideration of individual differences, appreciation of different cultures					
b) Personal: Cooperation, commitment to a goal, aesthetic experiences of movement, development of self, self concept, self image, self expression					
c) Psychomotor: movement experiences, skills manipulative skills, experiencing the environment					
d) Physiological: organic efficiency, vim and vigor					
b. Relates physical education learnings to: 1) Communication skills: using physical education activity in art, writing, speech, and demonstration through taxonomy					
2) Science: self, world, space, force, inertia					
3) Social studies: culture, defining rules, strategy					
4) Humanities: art, music					
5) Mathematics: distances, metric and linear					

RECYCLING (planning for remediation of deficiencies in Role A, Competency # 3)

_____

_____

A. TEACHER OF PHYSICAL SKILLS AND RELATED ACTIVITIES

6. Relates effectively to all socio-economic, racial and ethnic groups (*1)

Continuation of FACILITATORS

	ESSENTIALITY		LEVEL OF MASTERY		ASSESSMENT
	1	C	1	C	INDICATORS
a. Knows the various groups within the community					
b. Interacts (teacher) with children in the community					
c. Becomes involved in community affairs					
d. Accepts differences within each group					
e. Selects games and activities that relate to the various cultures					
f. Provides opportunity for children to interact with each other					
g. Facilitates two-way communication between student and teacher					

RECYCLING (planning for remediation of deficiencies in Competency # 6 of Role A)

_____

_____

_____

B. PROGRAM PLANNER

	ESSENTIALITY		LEVEL OF MASTERY		ASSESSMENT
	1	C	1	C	INDICATORS
6. Shows concern for and ability to plan for "special" programs, club programs, faculty recreation, in-service programs, community recreation, and special events as needed (#1)					
a. Knows the needs of the community					
b. Uses outside resources					
c. Plans directs, delegates and participates in special prog.					
d. Spends some time in outside activities					
7. Plans a school program consistent with the philosophy of the school, needs of the community, and growth and development of the students (#1)					
a. Compares the program to the philosophy of					
b. Gets feedback from parents, teachers, students, etc.					
c. Understands and has the ability to set up a curriculum to meet these needs					

RECYCLING (planning for remediation of deficiencies in Competencies # 6 and # 7, Role B)

_____

_____

_____

B. P[illegible]RAM PLANNER

8. Understands instructional theories and plans accordingly so that subject is accepted by learner as significant and related to his felt needs (*1)	ESSENTIALITY		LEVEL OF MASTERY		ASSESSMENT
	1	C	1	C	INDICATORS
a. Displays learning theories through his course content, lesson and unit plans					
b. Reveals understanding and application 1) Through conversation with the Instructor					
2) Pupil observation					
3) Methods of teaching					
4) Pupil-teacher Interaction					
5) Allows for individualization					
c. Chooses activities relevant to the child's growth and development pattern					
11. Coordinates physical education and the intramural and extramural programs into a functional unit (*1)					
a. Includes skills and activities in the Physical Education program that are relevant to the intramural-extramural activity					
b. Motivates pupils to participate in outside activity					
c. Orients physical education program to skills					
d. Recognizes intramural activities to be an outgrowth of physical education activities					

RECYCLING (planning for remediation of deficiencies of Competencies # 8 and # 11, Role B)

_____

_____

_____

Appendix C

Members of Teacher Education Standards for Physical Education (TESPE) Consortium

Helen Burns, Richland School District
Francis Rish, Righland School District
Kenneth Olson, Richland School District
Billie Carlson, Kennewick School District
Marion Morland, Kennewick School District
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Washington State University TESPE Committee

Marlene Adrian
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Jane Ericson
Carol Gordon
Dorothea A. Coleman
Roger Larson
Sam Adams
Rex Davis
Victor Dauer
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Teacher Corps/Peace Corps, Washington State University

Clarkston and Kennewick School Districts

Director: John E. Guzman
Assistant Director: Gordon Gotts, 1972-73
Mary Ann Ryder, 1973-74
Program Development Specialists: Mary Lou Enberg and Victor P. Dauer
Instructional Staff: Victor Dauer, Rex Davis, Robert Doornink, Mary Lou Enberg, Sheryl Gotts, Gordon McCloskey and Donald Orlich
Evaluator: Dorothea A. Coleman
Advisors: Carol Gordon and Roger Wiley
Team Leaders: John Justh and Harold VanTine of the Clarkston School District; Ron Siemers, Monte Jones and Wayne Bell of the Kennewick School District
Physical Education Coordinators: Norm Garrett of Clarkston School District and Clarence Sperline of Kennewick School District
Supporting Administrators: George B. Brain, Carol E. Gordon, Lloyd Urdal, and Roger Wiley

Appendix C (cont'd)

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Woodland Hills, CA 91364

Appendix D

OBJECTIVES FOR TEAM LEADER AND STAFF TRAINING

The objectives to be accomplished during team leader and staff training (time line on the project from May through August, 1972) have been organized into four general areas: acquisition of skills/knowledges in the areas of teaching and subject matter (physical education); acquisition of understandings of philosophy and objectives of the sponsoring agencies (Teacher Corps, Peace Corps, university, school districts); acquisition of special communication skills and self-understandings; and re-examination of new emphases in curriculum development and CBTE.

1. Acquisition of skills and knowledges in pedagogy and physical education:

   a. To apply the taxonomy of educational objectives to physical education.

   b. To emphasize the affective/cognitive aspects of motor skills.

   c. To understand that movement has important developmental aspects with curricular implications.

   d. To understand the philosophy and contribution of movement education to the whole child.

   e. To relate lesson planning to key concepts in physical education.

   f. To evaluate the role of perceptual motor programs and define the nature of perceptual motor.

   g. To evaluate teaching practices via film and in vivo and relate to Mosston's teaching styles.

   h. To relate teaching styles to team leaders and staff roles.

i. To review the important principles of motor learning.

j. Utilize key concepts to look at the contributions of physical education.

k. To commence plans for in-service education of teachers in districts.

2. Acquisition of understandings of objectives/philosophy of sponsoring agencies.

a. To explore the nature of Teacher Corps and Peace Corps.

b. To review objectives of university and school districts.

c. To relate the overall objectives to the product, effective teachers.

3. Acquisition of special communication skills and self-understandings.

a. To assess own knowledges of self and ability to cope with varying situations in the teaching/learning milieu.

b. To utilize group process methods to develop curricular and CBTE concepts.

c. To acquaint self with various group process methods for utilization within the program.

4. Examination of new emphases in curriculum development.

a. To explore the concept of accountability.

b. To review CBTE and its relationship to TESPE standards.

c. To develop preparatory and initial competencies for TESPE and Teacher Corps/Peace Corps use.

d. To utilize key concepts and current curricular trends in planning:

1) interns' program

2) children's program

Appendix E-1

ASSESSMENT FORM

for the

Evaluation of the Physical Education Interns

in the

Clarkston Elementary Schools
Clarkston School District
Clarkston, Washington

May 1973

Form B

Teacher Education Standards for Physical Education Consortium

and

Teacher Corps/Peace Corps Project
Washington State University
Pullman, Washington 99163

The assessment form is based on the work of the following participants in developing a competency based teacher education program for physical education:

Members of Teacher Education Standards For Physical Education (TESPE) Consortium

Stanford E. Hosman, Richland School District
Helen Burns, Richland School District
Francis Rish, Richland School District
Kenneth Olson, Richland School District
Billie Carlson, Kennewick School District
Marion Morland, Kennewick School District
Clarence Sperline, Kennewick School District
Robert J. Valiant, Kennewick School District
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Washington State University TESPE Committee

Marlene Adrian
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Mary Lou Enberg
Jane Ericson
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Roger Larson
Sam Adams
Rex Davis
Victor Dauer
Roger C. Wiley

Teacher Corps/Peace Corps, Washington State University, Clarkston, and Kennewick School Districts

Director: John E. Guzman
Assistant Director: Gordon Gotts
Program Development Specialists: Mary Lou Enberg and Victor P. Dauer
Instructional Staff: Victor Dauer, Rex Davis, Robert Doornink, Mary Lou Enberg, Sheryl Gotts, Gordon McCloskey and Donald Orlich
Evaluator: Dorothea A. Coleman
Advisors: Carol Gordon and Roger Wiley
Team Leaders: John Juseth and Harold Vantine of the Clarkston School District
Ron Siemers, Monte Jones and Wayne Bell of the Kennewick School Districts
Physical Education Coordinators: Norm Garrett of Clarkston School District and Clarence Sperline of Kennewick School District

ASSESSMENT OF PERFORMANCE

(Comments may be written under the performance objective.)

	PERFORMANCE LEVELS*				
	* Req.	** Insf.	Level Achieved		
			3	2	1
A. PERSONAL QUALIFICATIONS:					
1. Appearance: dresses appropriately for class	1				
2. Communication Skills:					
a. Secures and holds students' attention	1				
b. Communicates ideas and directions effectively	1				
3. Health and Vitality: presents healthful image	1				
4. Poise and Emotion:					
a. Accepts self, is self-confident, and maintains emotional stability under stress	1				
b. Demonstrates mature, professional attitude	1				

*Required (level of performance): necessary for certification at the intitial level.

**Insufficient Basis for Evaluation: performance level not demonstrated or not seen by evaluator.

Level 3: additional supervised experiences are necessary before candidate is ready for employment as a beginning teacher.

Level 2: consistency in performance is dependent upon continuing experiences as a beginning teacher.

Level 1: level of performance is that of the beginning teacher.

C. INSTRUCTIONAL SKILLS:

	PERFORMANCE LEVELS			
	* Req.	** Insf.	Level Achieved 3	2	1
1. Individualizes Instruction:					
a. Diagnoses needs of children for prescriptive teaching	2				
b. Applies facts and theories relative to human development and learning	2				
c. Modifies and adapts learning experiences according to the cognitive, affective and psychomotor tasks involved in order to help individual students	2				
d. Shows interest in and accepts differences within each group of students	1				
e. Provides opportunity for students to interact with each other	1				
f. Utilizes and encourages self-evaluation by students					
g. Helps students interpret evaluation, and follows up their efforts toward self-improvement	2				

Appendix E-2

ASSESSMENT FORM

for

Observation of the Teacher

of Physical Education
(TC/PC Interns)

in

Kennewick Elementary Schools
Kennewick School District
Kennewick, Washington 99336

March 1973

Teacher Corps/Peace Corps Project
Washington State University
Pullman, Washington 99163

The assessment form is based on the work of the following participants in developing a competency based teacher education program for physical education:

Members of Teacher Education, Standards for Physical Education (TESPE) Consortium

Stanford E. Hosman, Richland School District
Helen Burns, Richland School District
Francis Rish, Richland School District
Kenneth Olson, Richland School District
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Marion Morland, Kennewick School District
Clarence Sperline, Kennewick School District
Robert J. Valiant, Kennewick School District
Dorothea A. Coleman, Washington State University
Roger C. Wiley, Washington State University

Washington State University TESPE Committee

Marlene Adrian
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Jane Ericson
Carol Gordon
Dorothea A. Coleman
Roger Larson
Sam Adams
Rex Davis
Victor Dauer
Roger C. Wiley

Teacher Corps/Peace Corps, Washington State University
Clarkston and Kennewick School Districts

Director: John E. Guzman
Assistant Director: Gordon Gotts
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Evaluator: Dorothea A. Coleman
Advisors: Carol Gordon and Roger Wiley
Team Leaders: John Juseth and Harold Vantine of the Clarkston School District; Ron Siemers, Monte Jones and Wayne Bell of the Kennewick School District
Physical Education Coordinators: Norm Garrett of Clarkston School District, Clarence Sperline of Kennewick School District

Observation Form

	Regard	Scale Score	Comments
A. PERSONAL QUALIFICATIONS:			
1. Appearance			
a. Is appropriately dressed for class			
2. Communication skills:			
a. Secures and holds attention of children			
b. Communicates ideas and directions successfully with children			
c. Communicates easily with others			
3. Health and vitality:			
a. Endures day's activities without showing undue fatigue			
b. Teaches own classes (doesn't require substitute because of ill health)			
4. Poise and emotion:			
a. Accepts self and is self-confident			
b. Is patient, understanding and controlled during stress			
c. Appears to enjoy teaching			

	Reg.	Occas.	Seldom
5. Sense of Responsibility:			
a. Carries out assigned duties			
b. Conforms to time schedule as specified by district.			
c. Cooperates with professors, teachers, team leaders and administrators			
d. Demonstrates efforts toward professional self-improvement			
e. Follows district policies and regulations			
6. Initiative:			
a. Tries out innovative ideas on own			
b. Is self-sufficient.			
7. Sociability:			
a. Maintains rapport with others			
b. Is respected by teachers and pupils			

8. Other Characteristics:

a. _____

_____

	Rega.	Occas.	Seldom
C. INSTRUCTIONAL SKILLS (Competency supported in Parenthesis):			
1. Determines the needs of children that:			
a. Are in the cognitive domain. (A-2, 11, 13, 18, C-3)			
b. Are in the affective domain. (A-2, 9, 11, 13, 18, C-3)			
c. Are in the psychomotor domain. (A-2, 9, 11, 13, 18,)			
2. Pre-assesses level of ability of children at the time of introduction of new materials for prescriptive teaching. (A-1, 13)			
3. Presents activities which:			
a. Are suitable for the age of the children. (A-2, 13)			
b. Meet differences in level of children's skill. (A-1, 2, 9, 15, B-2)			
c. Provide for sex differences. (A-2,6)			
d. Provide for individual differences. (A-14, B-9)			
e. Meet the needs of children which:			
1) Are in the cognitive domain. (A-2,11, 13)			

Appendix E-3

INTERNS

COMPETENCIES INITIAL LEVEL

1. OBSERVATION

2. SELF-EVALUATION

3. CONTINUOUS

4. DEADLINES - (dates) End of 1st Semester (January)
Before End of 2nd Semester (May)

   a. Team Leaders and interns (individual consensus)
   b. Evaluate in January to give interns directions for final certification

KEY: 5 excellent

4 above average

3 average

2 below average

1 needs improvement

A. Teacher of Physical Skills and Related Activity	5	4	3	2	1	COMMENTS
3. Relates what is learned in physical education to total learning experience of student						
a. 1 Social Skills						
a. 2 Cooperation						
a. 3 Movement						
a. 4 Skills						
a. 5 Program activities						
a. 6 Manipulation						
a. 7 Adapting to change						
a. 8 Learning to learn						
a. 9 Problem solving						
a. 10 Developing feelings toward others (individual differences, consideration for)						
a. 11 Knowledges						
a. 12 Experiencing our Environment						
a. 13 Development of Self-concept						
a. 14 Development of Self-image						
a. 15 Development of Self-expression						
a. 16 Appreciation of Different Cultures						
a. 17 Aesthetic Experience of movement						
a. 18 Commitment to a goal						
a. 19 Physiological efficiency (vim and vigor, organic efficiency)						
Relates:						
b. 1 Communication skills, using P.E. activity (art writing, speech, demonstrate through taxonomy):						
b. 2 Science (self, world, space, force, inertia)						
b. 3 Social Studies (culture, defining rules, strategy)						
b. 4 Humanities (art, music)						
b. 5 Math (distances, metric and linear)						

A. TESPE	5	4	3	2	1	COMMENTS
6. Relates effectively to all socio-economic, racial and ethnic groups.						
a. Knows the various groups within the community						
b. Teacher interaction with children in the community						
c. Involvement in community affairs						
d. Acceptance of the differences within each group						
e. Select games and activities that relate to the various cultures						
f. Children's interactions with each other						
g. Communication between student and teacher and vice versa						
8. Evaluates teacher effectiveness						
a. Whether he meets the goals and objectives of his teaching						
b. Observation of student reaction during the teaching process						
c. Student evaluation of your program						
d. Comments by other teachers and administration						
e. Be able to critique ones teaching through the use of multi-media						
9. Evaluates the effectiveness of a program in meeting the needs of the students						
a. Cognizant of the needs of children						
b. Individualization of the program						
c. Continuity of the program from K-12						
d. Keep as a program that is current and innovative						
e. Adjust teaching methods to the skill level of the student						

A. TESPE	5	4	3	2	1	COMMENTS
9. (continued)						
f. Carry over value of the activity outside of school						
g. Relationship of the program to the other disciplines						
h. Relationship of the program to the social needs of the student						
10. Evaluates the physical growth and development of the student						
a. Using standardized measurements (physical fitness tests)						
b. Observation of the proper norm						
c. Realization of where he is and where he should be by the end of the year						
d. Awareness of the students' accumulative health record						
11. Interprets evaluations and follows up with action where needed						
a. Understand the individual needs of the student						
b. Know the evaluation tool						
c. Prescribes the proper remedial action						
d. Know the mechanics of the skill						
e. Understand growth and development patterns of the particular grade levels						
16. Motivates students to want to learn						
a. Apply psychology learned						
b. Present a good physical image						
c. Having an innovative program adapted to their level and interest						
d. Interact and participate with the students						
e. Using extrensic rewards, intrensic values will be derived						
f. Students should know the benefits of the program						
g. Have students help set course content						

Appendix E-4

Sample Evaluation Form

TESPE "P" COMPETENCIES
TC/PC PROJECT 1972 - MLE

Name_____

Role A. Teacher of physical skills and related activities

	: Notes or degree of Competence
1. Analysis skills, rules, theory and strategy of general program activities appropriate to all levels of ability.	:
2. Selects appropriate strategies and tactics of teaching to facilitate learning (T and C centered)	:
4. Demonstrates knowledge of concept of progression appropriate to age or skill level	:
7. Evaluates student performance (Cognitive, affective, psychomotor)	:
12. Maintains normal range of self-control and emotional stability under stress	:
13. Applies basic knowledge and understanding of anatomy, kinesiology and physiology to movement	:
14. Shows interest in all students as individuals	:
15. Individualizes instruction	:
17. Performs patterns, skills and activities essential to effective teaching	:
18. Understands the psychological, sociological, and physical characteristics of the age group.	:

Role B. Program Planner

2. Plans a daily lesson which carries out the objectives of the school and the physical education curriculum	:
3. Has knowledge of current trends in curriculum and school planning (e.g., understands curricular theories such as Tyler)	:
9. Provides for individual differences and readiness	:

Role C. Promoter of Health and Safety

1. Has knowledge of sports injuries and safety precautions	:
2. Has ability to administer first aid	:
3. Considers safety element (safety skills, health practices, hazards) when developing plans	:

Role C. Promoter of Health and Safety (cont'd)

4. Follows a plan for coping with students who are injured or become ill during class/activities :

5. Practices a system for reporting injuries or accidents :

6. Has knowledge and understanding of physical fitness and its relationship to the overall health of the student :

7. Demonstrates knowledge of legal responsibilities and liabilities pertinent to his professional field :

8. Maintains adequate personal physical fitness :

9. Discusses health factors with students :

Role D. Requisitioner of equipment and maintenance thereof

1. Has knowledge in regard to purchase, care, use and storage :

Role E. Public Relations Interpreter

1. Accepts personal responsibility for maintaining good public relations by explaining aims, purposes, and significance of physical education, recreation, and physical therapy. :

4. Helps with volunteer programs :

Role F. Advisor, Counseling and Guidance

1. Observes behavior objectively and acts with understanding :

2. Relates to student's individual problem(s) and offers guidance within limitations :

3. Takes appropriate action when a student is identified with a physical problem :

4. Has knowledge of school approach to guidance; uses and understands referral :

5. Helps student evaluate own performance :

6. Helps student develop positive self concept :

Role H. Member of a team

1. Carries out doctor's recommended exercise:

5. Has knowledge of services available from nurses, therapists . . .organizations :

Appendix F

ASSESSMENT FORM

for

Observation of Teaching

and

Self-Assessment by the Teacher

in Physical Education

March 2, 1973

Based on Material and Efforts of:

Members of TESPE Consortium
Washington State University
Richland Public Schools
Kennewick Public Schools
1970-73

and

Faculty and Team Leaders of
Teacher Corps/Peace Corps
1972-73
Washington State University
Kennewick Public Schools
Clarkston Public Schools

Evaluation
**TC/PC Form #6
March 1, 1973

Observation Form

	Reg.	Occas.	Seldom
A. PERSONAL QUALIFICATIONS			
1. Appearance			
a. Is appropriately dressed for class			
b. Impresses evaluator favorably			
2. Communication skills			
a. Secures and holds attention of children			
b. Communicates ideas and directions successfully with children			
3. Health and vitality			
a. Endures day's activities without showing fatigue			
b. Participates in day's activities without complaining of ill health			
c. Teaches own classes (doesn't require substitute because of ill health)			

**This is a WORKING COPY and has not been submitted for approval of all involved.

	Reg.	Occas.	Seldom
4. Poise and emotion:			
a. Accepts self and is self-confident			
b. Is emotionally stable and controlled during stress			
c. Appears to enjoy teaching			
5. Sense of responsibility:			
a. Carries out assigned duties			
b. Arrives on time at school and at class			
c. Cooperates with professors, teachers, team leaders and administrators			
d. Demonstrates efforts toward professional self-improvement			
e. Obeys employee policies and regulations			
6. Initiative:			
a. Tries out creative ideas on own			
b. Moves ahead on own			

	Reg.	Occas.	Seldom
7. Sociability			
a. Communicates easily with others			
b. Is accepted by teachers and pupils			
8. Other characteristics:			
a.			

B. MANAGEMENT SKILLS (Competency supported in Parenthesis);

1. Checks children for safety of attire (C-1)			
2. Helps children in matters of personal hygiene (B-4, C-9, F-3)			
3. Follows physician's recommendations concerning physical activity for the child (H-1)			
4. Emphasizes safety precautions in activities and in use of equipment and facilities (C-1, 3)			
5. Follows school policies and procedures for provisions of special services and emergency care (C-2, C-4, C-5, F-4, H-5)			
6. Keeps environment and equipment clean and safe for use (B-4, C-1)			

Appendix G

A FORMAT FOR EVALUATING TEACHER BEHAVIOR

Prepared by

Sheryl L. Gotts*

Washington State University

February 28, 1973

*Assisted by Mary Lou Enberg and Dorothea Coleman

References: Mosston, Muska. 1966. Teaching Physical Education. Columbus, Ohio: Charles E. Merrill Publishing Company

Berg, Walter R., Marjorie L. Kelley, Phillip Langan, and Meredith Gall. 1970. The Mini Course. Beverly Hills, California: Macmillan Educational Services, Inc.

A Format for Evaluating TC/PC Intern Teacher Behavior

The intern will be required to successfully complete the General (A, A1) task (C,C1) and guided discovery (G,G1) lessons (in this order). In addition he should select one of the remaining styles (directed, partner, individual, small group or problem solving).

The intern will prepare his lesson as he normally would. The intern will provide the other evaluator with his student objectives and any written materials that are used in the lesson (e.g., individual program). While teaching the lesson he will be video taped. The intern and an evaluator will view the tape after the lesson. These viewings will be independent. Each person will collect data according to the Data Collection Form. The video tape can be stopped any number of times to record and may be replayed if necessary. Following the recording of data, each person will answer the Evaluation Questions and note the supporting evidence. Utilizing the evidence on these two forms, recommendations will be made for improvement of teaching. At this time the intern will meet with the other evaluator and they will discuss the intern's lesson. The intern will make corrections in his lesson and reteach this lesson to another group of children. If his improvement is significant, he can begin working on the next style.

Definitions:

Forms of evaluation:
- Verbal reinforcement
- According to growth and development
- Group norms
- Compared to other classes
- According to mature pattern
- Skill test

Level of performance:
- Developmental
- Fundamental
- Taxonomic
- Time Space Force flow of movement

TABLE OF CONTENTS

A General

A1

B Direct

B1

C Task

C1

D Partner

D1

E Small Group

E1

F Individual

F1

G Guided Discovery

G1

H Problem

H1

Grade_____ _____

No. in Class_____ Teacher

Date_____ _____

Evaluator

GENERAL

Data Collection Form:

Record the length of time that one child was active:_____

Where were the children located for the lesson: Provide diagrams

Where was the equipment located?_____

How did the children get the equipment?_____

What was the ratio of children to equipment?_____

_____

_____

At what level did the children perform?_____

_____

How did I utilize the time available?_____

_____

How did I evaluate?_____

Did I scan the class to see who felt well and how the class was dressed?

_____

Was the facility clean?_____

How many turns or repetitions did one child get?_____

What evidence is there that the children achieved my objectives?_____

_____

GENERAL

Evaluation Questions

Was everyone as active as possible? Yes No

Supporting Evidence:_____

Was there evidence of learning? Yes No

Supporting Evidence:_____

Was the space used affectively? Yes No

Supporting Evidence:_____

Did I use the equipment available to best advantage? Yes No

Supporting Evidence:_____

Was the children's performance as good as it could be? Yes No

Supporting Evidence:_____

Were my organizational decisions effective? Yes No

Supporting Evidence:_____

Was the time spent used most effectively? Yes No

Supporting Evidence:_____

Did I evaluate the students effectively? Yes No

Supporting Evidence:_____

Were my students objectives achieved? Yes No

Supporting Evidence:_____

Did I take any corrective action on skills? Yes No

Supporting Evidence:_____

Recommendations for improvement:_____

_____

_____

DIRECT

Grade_____ _____

No. in class_____ Teacher

Date_____ _____

Evaluator

DATA COLLECTION FORM

How did I explain the activity?_____

How did I demonstrate the activity?_____

How many students responded to my directions?_____

How many students were able to perform to the rhythm I set?_____

_____

How many stopped when I asked?_____

At what level did the students perform?_____

What evidence is there that this style was effective for accomplishing my objectives?

_____

_____

_____

Appendix H

APPLICATION FOR CERTIFICATION IN THE STATE OF WASHINGTON
TEACHER CORPS PROJECT - - WASHINGTON STATE UNIVERSITY

Name of Applicant_____ Date_____

Recommended Certification

_____Provisional - Elementary Education

_____Standard - Elementary Education

Baccalaureate Degree_____ Date_____

Major Area_____ Minor Area_____

Cadet Teaching during undergraduate training: Yes_____ No_____

Certification_____

Teaching Experience_____

_____

This applicant has;

____ been recommended by the School District # Washington as meeting the established competencies for Elementary teaching and certification.

____ completed requirements for the major in elementary school physical education at Washington State University

____ completed a total of 24 semester hours of credit in Education courses at Washington State University, including:

Educ.	405, 406 - Directed Teaching	(16 SH)
Educ.	507 - Foundations of Education	(3 SH)
Educ.	520 - Seminar in Curriculum and Instruction	(3 SH)
Educ.	516 - Supervision	(2 SH)

Comments;

APPROVED: _____
Departmental Chairman Date

_____
Dean, College of Education Date

Appendix I

Tape for attitude test that uses faces: (grades K-3)

"This is a way for you to show how you feel about some of the things you do. See the pictures of the faces? Let's see if you can tell, by pointing to one of the faces, how you would feel about these things."

"Ready? How would you feel if you were going to the store to buy an ice cream cone? Point to the picture. Thank you."

"Let's try another one. How would you feel if you had made somebody cry? Thank you."

"Let's try one more. How would you feel if you need to choose between watching TV and going outdoors to play? Thank you. Now we're ready to start."

1. "How do you feel when you throw a ball, and it goes where you want it to?"

2. "How do you feel when you hang upside down or you are upside down in a stunt?"

Instructions to attitude test administrators, grades K-3, whose subjects have the faces:

1. Sit next to the subject, not across from him/her, so that you can see the faces in the same order they are given on your tally sheet.

2. Watch the subject's response on the three trials. Does it seem appropriate? If not, mark the tally sheet so that it can be identified as a response that was not appropriate to the questions.

3. Be sure that the subject's name/number is recorded (name and number on log sheet; number ONLY on tally sheet).

4. Mark the appropriate face (face to which subject points) on the tally sheet for the samples and the rest of the test. Hold the sheet so that the subject cannot see your marks, if possible.

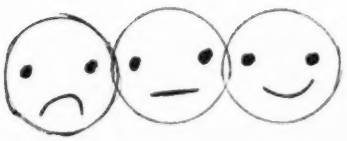
5. Note any other response that might occur if you have time.

6. Have the tape recorder within easy reach so YOU can control it for stops if necessary.

7. Remember that your conduct can influence an attitude scale, so be careful to avoid talking, gestures, facial expressions.

Test Administrator's Tally Sheet for Faces Tape K-3

I. D. #_____



Sample Questions:

How would you feel if you were going to the store to buy an ice cream cone?

" " " How would you feel if you had made somebody cry?

" " " How would you feel if you needed to choose between watching TV and going outdoors to play?

" " " 1. How do you feel when you throw a ball, and it goes where you want it to?

" " " 2. How do you feel when you hang upside down or you are upside down in a stunt?

" " " 3. How do you feel when you move to music?

" " " 4. How do you feel when it is time to do school work?

" " " 5. How do you feel when you learn something new in P.E.?

" " " 6. How do you feel when you do a physical fitness test?

" " " 7. How do you feel when you catch a ball?

" " " 8. How do you feel when you have a small space in which to move?

" " " 9. How do you feel when you score a point for you team?

" " " 10. How do you feel when it is time to go home from school?

" " " 11. How do you feel when you run fast?

" " " 12. How do you feel when you lift something heavy?

" " " 13. How do you feel when you miss a ball that has been thrown to you?

" " " 14. How do you feel when you move fast and then slow down?

" " " 15. How do you feel when there is something in your way that you have to move around?

" " " 16. How do you feel when you lose your balance?

" " " 17. How do you feel when you lift something light?

" " " 18. How do you feel when you run slowly?

" " " 19. How do you feel when you curl up like a ball?

" " " 20. How do you feel when you have lots of room to move?

" " " 21. How do you feel when it is time to go to school?

" " " 22. How do you feel when you throw a ball, and it does not go where you wanted it to?

" " " 23. How do you feel when you jump high into the air?

" " " 24. How do you feel when you hit a ball with a bat or a paddle?

" " " 25. How do you feel when it is time for P.E. class?

" " " 26. How do you feel when you lose a point for your team?

" " " 27. How do you feel when you do the same thing that you already know how to do in P.E.?

" " " 28. How do you feel when you jump forward?

" " " 29. How do you feel when you stretch out like a bridge?

" " " 30. How do you feel when you move slow, then speed up?

" " " 31. How do you feel when you jump down from something?

" " " 32. How do you feel when you kick a ball?

" " " 33. How do you feel when you are unbalanced and then get balanced?

" " " 34. How do you feel when you push something that is light?

" " " 35. How do you feel when you skip?

Log sheet - faces - grades K-3

(faces, grades, would change with the test administered)

Number : Name

1	:
2	:
3	:
4	:
5	:
6	:
*	:
*	:
*	:
$*_n$	: